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ABSTRACT

The Fresh Start Minischool (FSMS) program was implemented for students at Frank Ballou High School in Washington, D.C., who had mathematics and reading deficiencies that made success and staying in school unlikely possibilities. The program involved individualized student instruction in four core academic areas (social studies, communications, mathematics, and science), and also provided teachers with inservice workshops to train them to work positively with low achieving students. A program evaluation, which followed the Planning, Monitoring, and Implementation (PMI) Model for Decision-Making, found that: (1) students showed growth in reading and mathematics, but their rate of gain did not increase; (2) the first senior class of the FSMS project had 44 students graduating from the experimental group, versus 16 from the control group; (3) of the 125 original students in the program, 39 percent of the experimental group and 70 percent of the control group dropped out of school; and (4) experimental students had normal self esteem. Project objectives, as well as outcomes and evaluation findings, are detailed in this report. (Author/GC)

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ED213798

THE FRESH START MINISCHOOL

E. S. E. A. TITLE IV-C

Final Evaluation Report

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SUPERINTENDENT OF SCHOOLS

DECEMBER 1981

UD022 142

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

THE FRESH START MINISCHOOL

Final Report

1980-1981

Prepared by
Division of Quality Assurance

1980-1981

FRESH START MINISCHOOL

Patricia Harrison, Project Director

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SUMMARY AND FINDINGS

Title

Fresh Start Mini School (FSMS)

Project Director

Patricia Harrison

Location

Frank Ballou High School

Target Population

High school students identified as having the fewest areas of basic mathematics and reading skill mastery.

Background

Some students were entering Ballou High School with mathematics and reading deficiencies that made success and staying in school unlikely possibilities. With input from a planning committee composed of the Ballou community, FSMS began providing intensive individualized skill instruction to such "at risk" students.

Description of Project

The Fresh Start approach is characterized by individualized instruction in four core academic areas. Students proceed at their own pace and acquire skills according to sequenced hierarchies of learning tasks. Teachers emphasize a "no fail" philosophy and focus on student self-esteem and motivation as two of their primary concerns. Teachers also participate in staff development workshops designed to train them to work effectively with low achieving students.

Stated Objectives

1. Given specific skills instruction in the FSMS integrated curriculum, the students in the experimental group at Ballou will improve their reading and mathematics skills at a rate at least twice as fast as they did before entering the Fresh Start program, and will exhibit significantly greater gains than the students in the control group.

2. Given intensive counseling and family support services, students in the experimental group will attend school more regularly and will develop more positive attitudes toward school and toward themselves, as measured by attendance records and by an attitude survey administered in May and compared to test norms.

Evaluation

The evaluation follows the Planning, Monitoring, and Implementation (PMI) Model for Decision-Making which was developed by the Division of Quality Assurance, District of Columbia Public Schools.

Findings

1. Students showed growth in reading and mathematics but their rate of gain did not increase.

2. The first senior class of the Fresh Start Minischool project had 44 students graduating from the experimental group versus 16 from the control group.

3. Of the 125 students in each group who entered the program three years previously, 39% of the experimental group and 70% of the control group dropped out of school or transferred, a difference significant at the .001 level.

4. The Self Esteem Inventory administered to 58 Fresh Start students who had been in the program one, two and three years demonstrated that the experimental students had normal self-esteem.

5. This project has been submitted to the Joint Dissemination Review Panel for consideration for national validation and possible national dissemination.

BACKGROUND AND PROJECT OBJECTIVES

Introduction

Purpose - The purpose of the FRESH START MINISCHOOL (FSMS) is to provide skill instruction appropriate to each learner in a special environment planned to maximize the possibilities of success in high school.

Need - The needs of this program were based on data indicating severe deficiencies in mathematics and reading scores of students entering Frank Ballou High School from its feeder schools. Since Ballou had no comprehensive program to deal with this problem many students would fail the high school subjects and drop out of school.

History - The needs assessment process included the formation of a planning committee made up of teachers, administrators, parents and students from the Ballou community. During the 1977-78 school year, the planning committee polled the faculty for their interests and attitudes toward the proposed project. The input from the survey was useful in the operational planning for the project which was implemented during the 1978-79 school year followed by a four week summer session. The 1979-80 school year represented a continuation of the project which featured procedural and curriculum refinements and the four week summer session, and the addition of a class of 25 tenth graders. During the 1979-80 year a non-public school, St. Anthony High School joined the project with students from their sophomore class. During the 1980-81 school year, the original project students were seniors, the junior groups continued and a new class of 25 sophomores were added at Ballou.

Description of the Project

Target Population - The procedure for selecting students to participate in the project originally began with a screening of ninth grade students from Ballou's feeder schools. This process included examination of the Prescriptive Mathematics Test and Prescriptive Reading Test (PMT/PRT) scores and recommendations from feeder schools' counselors, English and mathematics teachers. From the identified group of students with the fewest areas of skills mastery, 125 were randomly selected to form the Fresh Start Minischool (FSMS) group and 125 to form the control group. (See Appendix A for complete selection design.) The FSMS students were assigned to groups of approximately 25 students per class. Unless otherwise indicated data reported are from the original experimental and control groups.

Staffing - The classes were staffed by six teachers funded under the regular budget, all of whom teach regular Ballou High School classes as well as FSMS classes. Staffing for non-Fresh Start classes was also provided for project students by regular budget teachers. Ancillary services were provided by the school psychologist, school social worker and school nurse. In addition, a counselor was funded by Title IV-C to work with the group part time. The project also funded a full time director who was responsible for overall planning and management of the Minischool program.

Supplementing the staff was a project-funded teacher aide who was a parent of a project student.

Characteristics of the Fresh Start Approach

Core Areas - FSMS curriculum consisted of four core areas: social studies; mathematics; communications; science. In the instructional phase, students began at their own level and then proceeded at their own pace according to sequenced hierarchies of learning tasks. Skills acquired in every class were consistently reinforced until the skills were mastered. A no-fail concept emphasized continuous progress toward completion of objectives. The students worked on individual objectives until the criteria for successful attainment had been met. Continuous assessment allowed for measurement of progress toward objectives which teachers recorded and maintained in individual folders for each student. The system was explained to students and to their parents.

Self-Esteem - Student motivation was encouraged through high interest/low level adaptation of skill activities such as computer mathematics and instructional games. These helped to foster self-esteem. Group dynamics sessions with counselors from RAP, Incorporated were held weekly.

Additional experiences to help students develop more positive attitudes about themselves and toward school were a planned part of the FSMS program. Students had the opportunity to participate in outside activities such as sports and drama.

Also available for the purpose of positive attitude development were counseling support services for both students and parents, provided by the counselor, the project director, the school psychologist and the school social worker.

Staff Development - During the first year of the project, teachers received training in such areas as Transactional Analysis, diagnosis and correction of reading and mathematics disabilities, and curriculum development for the underachiever. During the second year they had refresher discussions and follow-up training. During the third year they had a course entitled, "Effective Interpersonal Communication for Educators."

During the summer of 1980, staff members developed the specified curriculum for the 12th graders.

Stated Objectives

1. Given specific skills instruction in the FSMS integrated curriculum, the students in the experimental group at Ballou will improve their reading and mathematics skills at a rate at least twice as fast as they did before entering the Fresh Start program, and will exhibit significantly greater gains than the students in the control group.

2. Given intensive counseling and family support services, students in the experimental group will attend school more regularly and will develop more positive attitudes toward school and toward themselves, as measured by attendance records and by an attitude survey administered in May and compared to test norms.

EXTERNAL EVALUATION DESIGN - PLANNING, MONITORING AND IMPLEMENTATION (PMI) MODEL FOR DECISION-MAKING

The evaluation follows the Planning, Monitoring and Implementation (PMI) Model for Decision-Making which was developed by the Division of Quality Assurance, District of Columbia Public Schools. (See Appendix B.) The evaluation design consisted of the intended inputs, processes and outputs. The interim report related agreements or discrepancies between intended and observed inputs and processes. This final report includes the interim report data, the agreements and discrepancies between intended and observed outcomes with supporting data in the appendix, a summary of performance agreement and analysis/conclusions/implications, for each objective.

RESULTS

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: To build sequential skills in students who arrive at high school with severe deficiencies in reading and mathematics, thereby increasing student achievement.

Objective A: Given specific skills instruction in the FSMS integrated curriculum, the students in the experimental group at Ballou will improve their reading and mathematics skills at a rate at least twice as fast as they did before entering the Fresh Start program, and will exhibit significantly greater gains than the students in the control group.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
1. Three core areas for all students: Social Studies, Communications, Mathematics	Discrepancy	1. Report card booklets contain detailed listing of courses. Students had all three core areas during the first semester but overall drop in school enrollment forced a reduction of a regular teacher position. The FSMS Social Studies teacher was taken for the regular position and not replaced in the FSMS program. For their Social Studies, students were placed in regular program classes scattered throughout the day.
2. Science core area for students who did not complete requirements in the 11th grade	Agreement	2. Report card booklets showed practical laboratory science and interdisciplinary science. Classroom was visited.
3. Core area materials appropriate to learner level	Agreement	3. Report card booklets showed different levels. All objectives were broken down into smaller units. Materials were examined.

OBJECTIVE A

PART I (continued)

INPUTS

INTENDED	STATUS	OBSERVED
4. Pupil-teacher ratio no higher than 28 to 1	Discrepancy	4. According to grade record lists, one class has 31 students which was reduced to 29 by the end of the year. The overall average was 22 to 1.
5. A no-fail grading procedure	Agreement	5. The no-fail grading procedure was evidenced by specially designed report cards with three possible ratings: M=Mastery of the skills (90-100% of correct) S=Satisfactory completion of the skill (80-89% correct) IP=In Progress (79% and below). Student needs further work on the skill.
6. Curriculum beginning with a high interest low level adaption of skills generally learned in elementary school	Agreement	6. The specially adopted curriculum was evidenced by report cards which listed the skills to be mastered, and by class-room observation.
7. Curriculum including high-school content	Agreement	7. That the curriculum included high school content was evidenced by report cards which listed high school skills, and by classroom observation.
8. Evaluation instruments	Agreement	8. CTBS test booklets were ready. For process evaluation, report cards and progress charts in teachers' classrooms were in evidence.

OBJECTIVE A

PART II

PROCESSES

INTENDED	STATUS	OBSERVED
1. Project Director and teachers will develop curriculum for 12th graders, based on the CTBS Scope and Sequence and Region I Objectives.	Agreement	1. New course objectives were compared to previous ones as evidence of updating. The project director demonstrated how courses were adapted from the CBC guide.
2. During the summer, students most deficient in skills and those nearing completion of their 11th grade course requirement will be given the opportunity to attend four weeks of summer school.	Agreement	2. A letter was seen that was sent to parents describing the summer session. The evaluators reviewed sign-up sheets, attendance sheets and grade sheets for the English and Mathematics that were offered. If students had outside jobs, they were given special hours to attend.
3. Fresh Start Minischool procedures will continue throughout the school year.	Agreement	3. This was verified by classroom observation and review of records.
4. Teachers will chart continuous progress toward completion of objectives.	Agreement	4. Charts were displayed in the classrooms showing continuous progress toward completion of objectives.
5. Students will proceed at their own pace according to sequenced hierarchies of learning tasks.	Agreement	5. As students completed objectives, grades were recorded by the Counselor. Classroom charts and report card booklets showed sequenced hierarchies of learning tasks. Classroom observation showed students proceeding at varying paces.

OBJECTIVE A

PART II (continued)

PROCESSES

INTENDED	STATUS	OBSERVED
6. Students will work on individual objectives until criteria for successful attainment have been met.	Agreement	6. Talking with students, the evaluators heard about their working on individual objectives through successful attainment. Records in student folders further illustrated this process. The director verified that she gave after school help to those who wished to stay.
7. Teachers will carry out continuous assessment.	Agreement	7. Classroom charts and student folders showed that teachers were carrying out continuous assessment.
8. Teachers will coordinate with each other to reinforce the same skills.	Discrepancy	8. The director reported that it had been difficult to get everyone together at the same time because there was no common planning period. The director met with teachers individually to arrange some coordination of efforts.
9. Students will go on field trips and will work on special projects based on individual interests.	Agreement	9. Field trips were evidenced by counselor's monthly calendar and sign-up sheets. Teachers described to the evaluation team special projects in English and science.
10. Tests will be administered and scored in May, 1981.	Agreement	10. Tests were administered in May as evidenced by scores subitted to the Evaluation Unit.

OBJECTIVE A

PART II (continued)

PROCESSES

INTENDED	STATUS	OBSERVED
11. Teachers will attend staff development sessions throughout the school year.	Agreement	11. School staff development sessions were held on an average of once a month as follows, with attendance verified by sign-in sheets: September 1980 - CBC Staff Development October 1980 - Record Keeping Techniques November 1980 - Individualization of Instruction March 1981 - Test Taking Skills March 1981 - Constructing Assessment Tasks In addition, 6 of the 7 teachers enrolled in a 3-credit graduate course which met on Saturdays, entitled "Effective Interpersonal Communication for Educators."

OBJECTIVE A

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
1. By June, 1981 the FSMS students will demonstrate a mean gain for the year on the CTBS in reading and mathematics at a rate of at least twice as much as before entering the program.	Discrepancy	1. Although the students showed growth in reading and mathematics, their rate of gain did not increase on the standardized test. (See Appendix C.) The project director felt that the students were not serious in their test-taking during the posttest. They were aware that they did not need the test to graduate and were anxious to leave.
2. By June, 1981, the FSMS students will demonstrate a greater gain on the CTBS subtests over the control group, significant at the .05 level.	*	2. Since testing was not required of control group students, only seven volunteered to be tested and only four of those took the complete test. Not only was the sample small, but it may also be biased. Results of the t-test using the CTBS' of these students showed no significant difference between the groups (see appendix D) but should be interpreted with caution.

*Appropriate data not available

OBJECTIVE A

PART IV

PERFORMANCE AGREEMENT

OBSERVED INPUTS/OBSERVED PROCESSES

Although staffing was incomplete and the pupil-teacher ratio was not held to 28 to 1, other aspects of the FSMS integrated curriculum were in evidence so that most of the processes could be carried out as intended. Core area materials appropriate to the learner level allowed students to proceed at their own pace according to sequenced hierarchies of learning tasks. Students worked on individual objectives until they reached successful attainment of criteria. The no-fail grading procedure allowed them to do so.

OBSERVED PROCESSES/OBSERVED OUTCOMES

Most of the processes were observed to be carried out as proposed. One area of discrepancy was in teachers' being unable to coordinate with each other to reinforce the same skills, because there was no common planning period. However, the project director used other methods to coordinate efforts. The observed processes were in performance agreement with the observed outcomes even though the students did not show the desired academic gains.

OBJECTIVE A

PART V

SUMMATION

ANALYSES/CONCLUSIONS/IMPLICATIONS

Analysis of academic data showed that the objective as written was not met. The students did not increase their rate of achievement in reading and mathematics. The results may not be true measures of achievement since the students were not serious about taking the tests, knowing they were about to graduate or to return the following year to complete their "in progress" objectives. Also, the discrepancies in the observed outcomes may be more a matter of high expectations on inappropriate measures since the students made gains in other areas such as employment, self-esteem and persistency. Since the original selection of students was based on predictions of failure, the second objective showing that the program helped to keep students in school may be more important. Also, criterion referenced tests might be more appropriate to show gains made by these students since the program was geared to continuous progress, individualization and completion of objectives. However, an analysis of the curriculum might suggest ways to improve achievement gains.

DECISIONS

This report will be forwarded to the Project Director, Grants Administration, the Superintendent and the School Board to aid them in their decision-making concerning this project.

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: To build sequential skills in students who arrive at high school with severe deficiencies in reading and mathematics, thereby increasing student achievement.

Objective B: Given intensive counseling and family support services, students in the experimental group will attend school more regularly and will develop more positive attitudes toward school and toward themselves, as measured by attendance records and by an attitude survey administered in May and compared to test norms.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
1. A counselor trained to give counseling services	Agreement	1. The counselor has had experience and a master's degree in counseling.
2. Available family support services such as referral agencies	Agreement	2. The project director and pupil personnel staff worked with referral agencies as evidenced by a completed client/referral intake form, a letter from the Department of Human Resources, request forms to PTA for shoes and clothing, a discussion of a student who was referred to St. Elizabeth Hospital, and information from the counselor from "RAP" who met with the students on a weekly basis.
3. Services of school psychologist and social worker as needed	Agreement	3. The evaluation team met with the social worker and the school nurse. The project director met with the school psychologist and social worker on a weekly basis to discuss students' needs. The school psychologist and social worker arranged for the RAP program which they also monitored.

OBJECTIVE B

PART I (continued)

INPUTS

INTENDED	STATUS	OBSERVED
4. Graduate course for teachers: Effective Interpersonal Communication for Educators	Agreement	4. The graduate course was offered as evidenced by the course description and reservation form.
5. Group Dynamics Course for students	Agreement	5. The Evaluation Unit team members were present when the RAP counselor arrived to participate in the course.
6. Evaluation instruments	Agreement	6. The Self-Esteem Inventory was available to measure this objective.
7. Record of student attendance	Agreement	7. All FSMS teachers completed school attendance cards daily as evidenced by Forms 565 on record.

OBJECTIVE B

PART II

PROCESSES

INTENDED	STATUS	OBSERVED
1. A course in interpersonal relations will be presented for staff members.	Agreement	1. Sign-up sheets showed that the three credit graduate course was offered through Trinity College. It began on September 27, 1980 and ran for five Saturdays, from 8:30 A.M.-3:00 P.M.
2. Students will be encouraged to attend school regularly.	Agreement	2. Several methods of encouragement were evidenced. The counselor shared a list of students he had telephoned the previous evening. He called every week after the project director gave him a list of absent students. The project director showed the evaluation team a memo to teachers about an assembly held on February 17, 1981 to give awards for good attendance. The project director had written reports of home contacts concerning attendance.
3. Students will receive training in group dynamics and interpersonal relationships.	Agreement	3. The evaluation team met with the RAP counselor who discussed topics covered which included group dynamics and interpersonal relationships.
4. Students will be involved in activities to improve their self-esteem and their ability to communicate.	Agreement	4. Extra activities such as skating, bowling and basketball were scheduled on a calendar on which students had signed-up. The RAP counselor reported that he worked with selected groups of students on self-esteem.

OBJECTIVE B

PART II (continued)

PROCESSES

INTENDED	STATUS	OBSERVED
5. The counselor will make home visits to provide counseling and support services.	Agreement	5. The evaluation team examined the counselor's home visit record sheet. Home visits were made before and after school. If students were ill, he also tutored them as evidenced by student folders.
6. The Project Director will provide crisis counseling and will coordinate family support services.	Agreement	6. The evaluation team observed the project director providing crisis counseling and arranging for family support services. Recording of appointments was also seen on the project director's calendar.
7. The school psychologist and social worker will work individually with students who are experiencing severe emotional and/or behavioral problems.	Agreement	7. The school social worker discussed her work (and that of the school psychologist) with the evaluation team, providing evidence of their work with individual students who experienced severe emotional and/or behavior problems.

OBJECTIVE B

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
1. FSMS students will demonstrate a statistically significant lower drop-out rate than control group students, at the .05 level.	Agreement	1. Of the 125 students in each group who entered the program, three years previously 39% of the experimental group and 70% of the control group dropped out of school or transferred, a difference significant at the .001 level. In the experimental group 44 students graduated and 32 more were still at Ballou working toward graduation. In the control group, 16 graduated and 22 were continuing students. (See Appendix D.)
2. FSMS students will demonstrate on the Self Esteem Inventory scores as high or higher than test means.	Agreement	2. The Self Esteem Inventory was administered to 58 Fresh Start Students who had been in the program one, two and three years. Their mean score on the SEI was 34, which is the same as the mean for the standardization sample.

OBJECTIVE B

PART IV

PERFORMANCE AGREEMENT

OBSERVED INPUTS/OBSERVED PROCESSES

The services of the counselor, school psychologist and social worker, and other referral resources combined with courses for teachers and students, set the stage for the activities to encourage self-esteem and a desire to stay in school. All observed inputs were in agreement with the intended inputs, and there was performance agreement with the processes.

OBSERVED PROCESSES/OBSERVED OUTCOMES

Counseling where required, training of teachers and students in interpersonal relations, positive reinforcement for good attendance and involvement in extra curricular activities led to the positive outcomes of students' staying in school and feeling good about themselves. The special processes of this project were sufficiently different from the regular program to demonstrate a significant improvement in the staying behavior of the experimental group over the control group who were exposed to the regular high school environment.

OBJECTIVE B

PART V

SUMMATION

ANALYSES/CONCLUSIONS/IMPLICATIONS

There were no discrepancies between intended and observed items in any of the three parts -inputs, processes or outcomes. Having trained personnel and planned activities led to the achievement of the objective. This project is unique in having a true control group so that there is evidence that the success is due to the intervention. Because of the success of the project as a drop-out prevention model, a proposal has been submitted to the Joint Dissemination Review Panel (JDRP) for consideration for national validation and possible national dissemination.

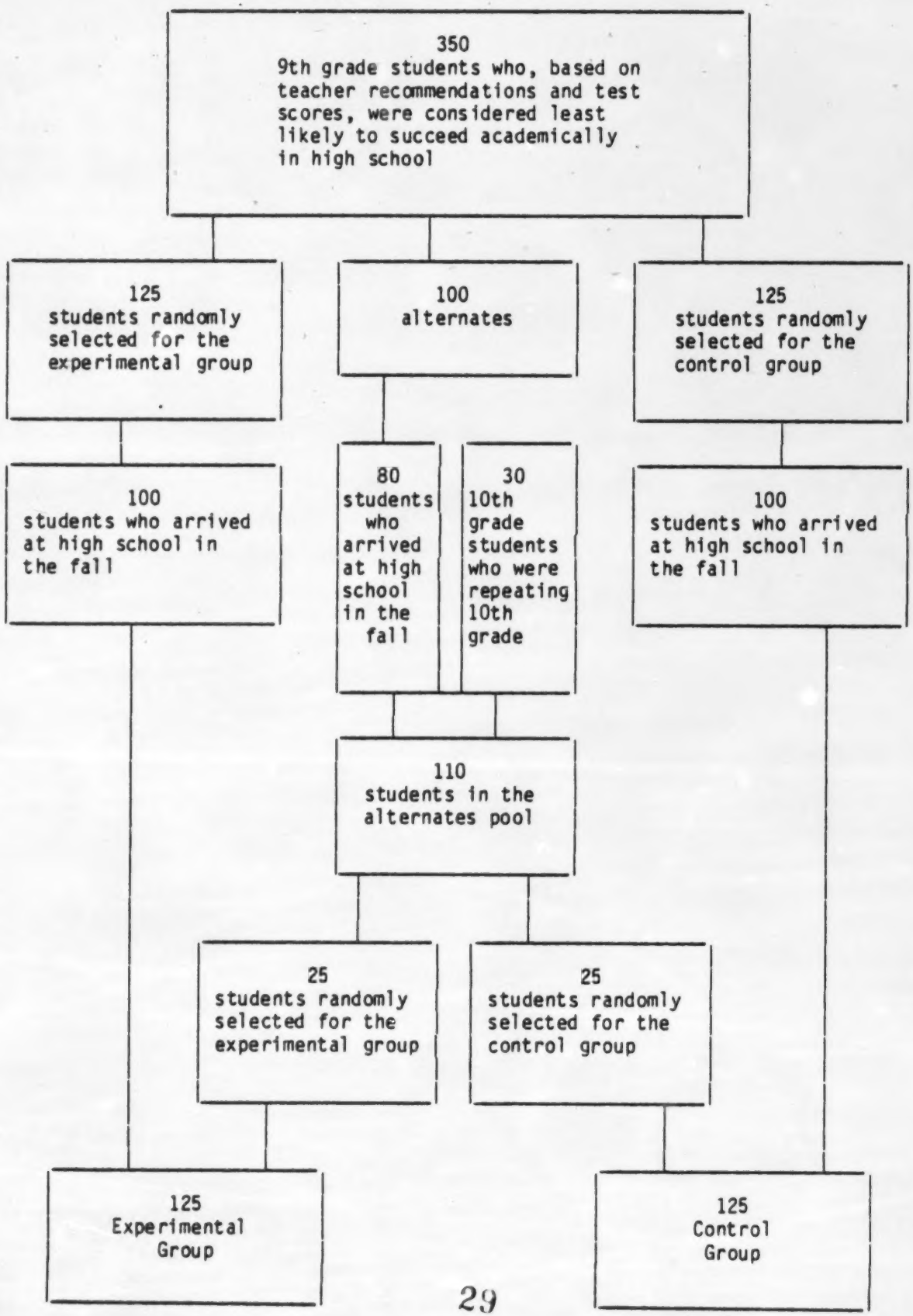
DECISIONS

This report will be forwarded to the Project Director, Grants Administration, the Superintendent and the School Board to aid them in their decision-making concerning this project.

APPENDIX A

SELECTION PROCEDURE FOR FRESH START MINISCHOOL PROGRAM

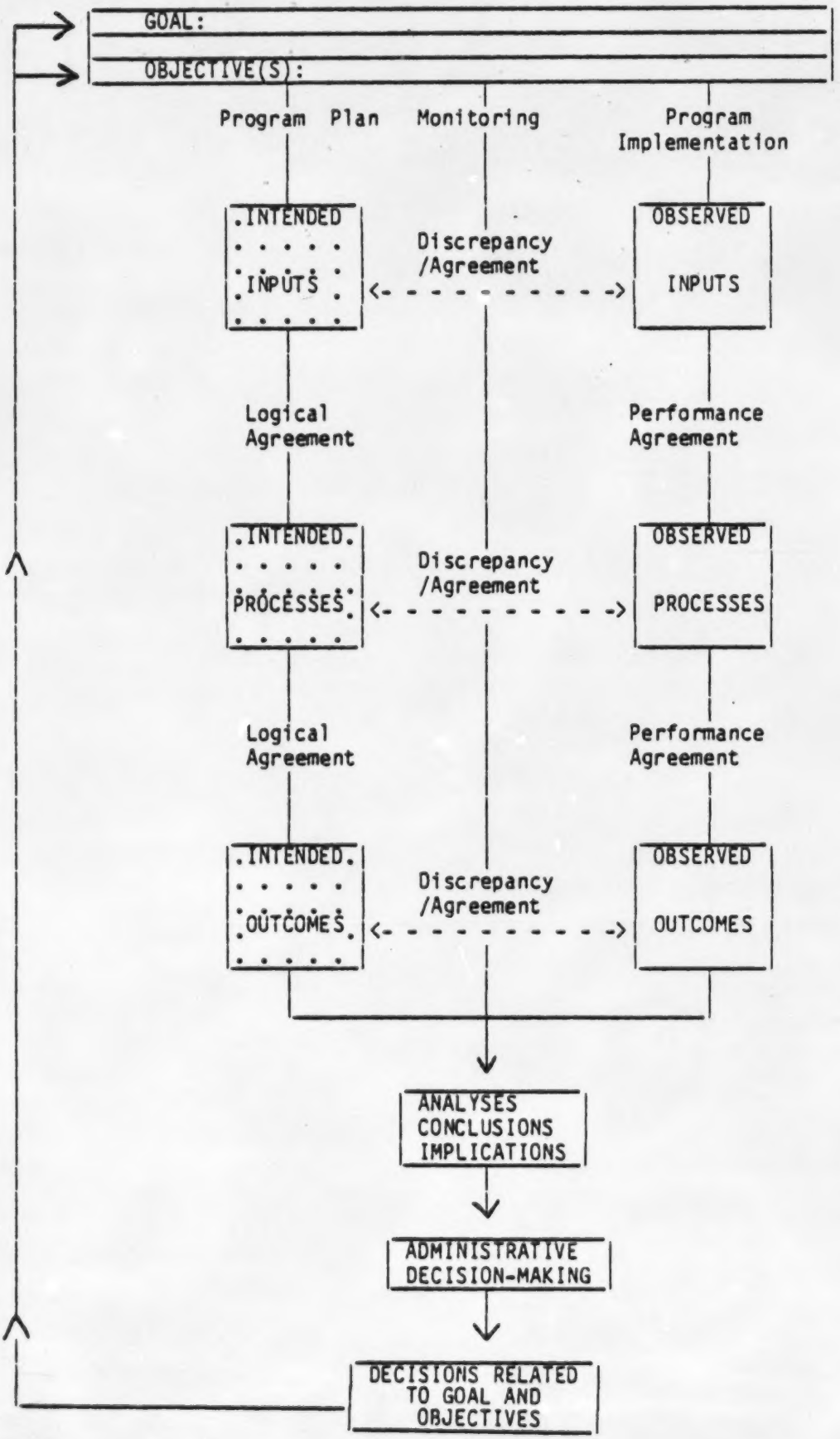
SELECTION PROCEDURE FOR FRESH START MINISCHOOL PROGRAM


350
9th grade students who, based on teacher recommendations and test scores, were considered least likely to succeed academically in high school
125
students randomly selected for the experimental group
100
alternates
125
students randomly selected for the control group
100
students who arrived at high school in the fall
80
students who arrived at high school in the fall
30
10th grade students who were repeating 10th grade
100
students who arrived at high school in the fall
110
students in the alternates pool
25
students randomly selected for the experimental group
25
students randomly selected for the control group
125
Experimental Group
125
Control Group

APPENDIX B

EVALUATION MODEL SCHEMA

EVALUATION MODEL SCHEMA



APPENDIX C

CTBS PRE-POST TESTING, EXPERIMENTAL GROUP

CTBS PRE-POST TESTING, EXPERIMENTAL GROUP

Subjects	Date Test Was Taken	Number Who Took The Test	Mean Expanded Standard Score (ESS)	Standard Deviation (ESS)	Grade Equivalent
Reading Vocabulary	Fall, 1978	62	424	85.77	4.8
	Spring, 1981	24	496	98.62	7.0
Reading Comprehension	Fall, 1978	62	423	93.04	4.2
	Spring, 1981	28	479	146.54	5.7
Mathematics Comprehension	Fall, 1978	62	411	71.78	5.0
	Spring, 1981	22	459	79.18	6.6
Mathematics Concepts	Fall, 1978	62	393	90.05	4.0
	Spring, 1981	23	492	93.63	7.4
Mathematics Application	Fall, 1978	62	359	94.34	3.4
	Spring, 1981	23	447	84.29	5.6

APPENDIX D

EXPERIMENTAL AND CONTROL GROUP
TESTING ON CTBS, SPRING, 1981

EXPERIMENTAL AND CONTROL GROUP TESTING ON CTBS, SPRING, 1981*

Subjects	Groups	Number Who Took The Test	Mean Expanded Standard Score (ESS)	Standard Deviation (ESS)	T=	Significance of the Difference
Reading Vocabulary	Experimental	24	496	98.62	0.55	Not Significant
	Control	7	518	71.42		
Reading Comprehension	Experimental	28	479	146.54	0.63	Not Significant
	Control	7	515	75.22		
Mathematics Computation	Experimental	22	459	79.18	0.27	Not Significant
	Control	4	471	50.09		
Mathematics Concepts	Experimental	23	492	93.63	0.69	Not Significant
	Control	4	457	97.62		
Mathematics Application	Experimental	23	447	84.29	0.20	Not Significant
	Control	4	438	91.32		

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*Because of the small number of control group students, these results must be interpreted with caution.

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APPENDIX E

STUDENTS WHO DROPPED OUT OR TRANSFERRED

STUDENTS WHO DROPPED OUT OR TRANSFERRED

Group	Number at Start of Study	Number Dropped Out Or Transferred	Percent Dropped Out or Transferred	Significance of the Difference Between The Two Proportions	
				Z	Level
Experimental	125	49	39	4.79	.001
Control	125	87	70		

STUDENTS WHO GRADUATED

Group	Number at Start of Study	Number Graduated	Percent Graduated	Significance of the Difference Between The Two Proportions	
				Z	Level
Experimental	125	44	35	2.66	.01
Control	125	16	13		

STUDENTS WHO GRADUATED PLUS THOSE WORKING TOWARD GRADUATION

Group	Number at Start of Study	Number Graduated Plus Those Continuing	Percent Graduated Plus Those Continuing	Significance of the Difference Between The Two Proportions	
				Z	Level
Experimental	125	76	61	4.32	.001
Control	125	38	30		